

**Spring 2018**

## **SAT<sup>®</sup> SCHOOL DAY**

# Standard Testing Manual

### Look inside for:



SECURITY REQUIREMENTS



STANDARD TEST  
DAY SCRIPTS



TESTING ROOM  
PROCEDURES

# About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [collegeboard.org](http://collegeboard.org).

## Contact Information for Supervisors

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### Connecticut State Department of Education (CSDE)

#### ON TEST DAY:

- For questions about Connecticut SAT School Day policies and test irregularities, please contact Michelle Rosado at 860-713-6748 or [michelle.rosado@ct.gov](mailto:michelle.rosado@ct.gov)
- For questions regarding accommodations for special education, 504, or EL students, please contact Joe Amenta at 860-713-6855 or [joseph.amenta@ct.gov](mailto:joseph.amenta@ct.gov)
- For media inquiries, please contact Peter Yazbak at 860-713-6528 or [peter.yazbak@ct.gov](mailto:peter.yazbak@ct.gov)
- Any other concerns should be directed to: Student Assessment Office at 860-713-6860 or [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov)

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### The College Board

#### BEFORE TEST DAY:

For questions regarding requesting additional test materials, returning test materials, and other areas as referenced in this manual, contact:

**SCHOOL DAY SUPPORT HOTLINE:** 855-373-6387

- General SAT School Day questions and policies, press 1
- Test material questions or issues, press 2
- Services for Student with Disabilities (SSD) questions about testing with accommodations, press 3
- Security issues to report to the office of testing integrity (OTI) or other test administration questions, press 4

**EMAIL:** [satschoolday@collegeboard.org](mailto:satschoolday@collegeboard.org)

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# Introduction

As the Connecticut SAT School Day associate supervisor, you play an important role in ensuring the successful administration of the SAT, a key milestone on the path to college for many students. Taking the SAT during the school day in a familiar, easily accessible environment allows students to improve college and career readiness. It also means that more students can participate in programs that support college access.

## Using This Manual

This manual is for associate supervisors' use for the state-provided SAT School Day testing only (not Saturday or Sunday testing) in spring 2018. Please do not share it with students or anyone else besides testing staff.

Where appropriate, the content is organized with **tasks** (what you need to do), followed by **key information** (what you need to know) related to those tasks. For example, **tasks** related to room set up are followed by **key information** about seating requirements.

You'll also find a list of **key terms** later in this introductory section.

## Before the Test

Before the test you'll need to complete the training, and you'll need to prepare your room and materials. Completing the tasks in this section prepares you for testing.

## During the Test

During the test you'll administer the test by reading aloud the scripts exactly as they appear in this manual. Scripts appear in tinted areas; all other text is for your information and not to be read aloud.

## After the Test

After the test you'll have a few things to do to wrap up the administration, such as accounting for all materials and returning them to the supervisor. Completing the tasks in this section ensures that students receive their scores.

## Appendix Resources

The following resources are provided in the Appendix of this manual:

- Acceptable Calculators
- SAT Standard Section Timing Chart
- Photo ID Requirements (for testing students from outside your school)

- Sample Seating Plans
- Sample Standard Test Day Schedule
- School Day Irregularity Chart
- Sample Supervisor's Irregularity Report (SIR)
- Testing Room Materials Report Form

## Typographical Icons

Typographical icons are used throughout the manual to draw your attention to specific information and action items:



Contact by phone



Security requirement

## New for Spring 2018

### Important Changes

The College Board has made a number of improvements for this school year. Some of the changes that affect you are:

1. The answer sheets have changed:
  - a. Students will now complete their four free score sends on the answer sheet. The answer sheet also includes an optional questionnaire that Connecticut students will not complete.
  - b. The answer sheet also includes a testing room code field. Your supervisor may assign a three-digit code to your testing room to allow more timely identification of answer sheets related to any reported irregularities.
2. Admission tickets are no longer issued, making your test administration easier and more manageable.
3. Your school may be providing printed support aids, such as translated directions or word-for-word glossaries, for English learners (EL students). Your supervisor will give these materials to you if the students testing in your room need them.

## Testing Basics

### About the SAT

The SAT is part of a closely aligned suite of assessments that reflects what students are already learning in their classrooms and helps educators monitor student progress.

The SAT focuses on the skills and knowledge that current research indicates are essential for career and college success.

## Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

As the associate supervisor, you are responsible for conducting a secure, valid administration. You are accountable for everyone in the testing room and everything that takes place there. You will account for all testing materials, conduct the testing, appropriately document irregularities, and monitor students to ensure a fair administration.

## Test Sections and Timing

Everyone testing on the primary test date will need to begin testing at the same time. Use the sample schedule in the Appendix to aid in planning.

The SAT is composed of several tests that follow the same order in every test book.

**Evidence-Based Reading and Writing:** Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions.

### TIME ALLOTTED:

- 65 minutes for Reading
- 35 minutes for Writing and Language

**Math:** Includes two portions: one that permits calculator use and one that does not. Each portion is composed of multiple-choice and student-produced response questions.

### TIME ALLOTTED:

- 25 minutes for Math Test – No Calculator
- 55 minutes for Math Test – Calculator

## Terminology

### Key Terms

The following terms are used frequently in this manual.

**Associate supervisor:** Staff member responsible for conducting a secure and fair test administration and for reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

**College Board approved accommodation:** A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

**EL:** English learner.

**ETS:** Educational Testing Service. The College Board partners with ETS to support test administration in various capacities.

**Hall proctor:** Person responsible for monitoring the hallways during testing.

**Irregularity:** A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in a canceled test score or a required makeup. Refer to the Irregularity Chart in the Appendix for more information.

**Litho code:** Eight-digit serial number listed on the answer sheet at the bottom right corner of the first page. This code is used when reporting irregularities.

**Master Student List:** The list of test takers developed by the test supervisor for a test administration at a particular test center or school.

**Nonstandard Administration Report (NAR):** A list of students approved for accommodations who are taking a specific test. Generated in SSD Online, it includes detailed information about the accommodations the students are approved for.

**Pre-ID label:** Label provided for students included in the bulk registration (preidentification) file submitted by your state. The pre-ID label is applied to the answer sheet before the test.

**Room proctor:** Person responsible for assisting the associate supervisor with monitoring students in the testing room.

**Room roster:** The list of students assigned to a particular testing room.

**Services for Students with Disabilities (SSD)**

**Office:** College Board department that supports accommodation requests and accommodated testing.

**SSD coordinator:** School staff member who works with students to apply for accommodations through the SSD Online portal, accesses and prints the NAR for the supervisor, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

**State-allowed accommodation (SAA):** EL extended time support provided for the Connecticut SAT School Day.

**Supervisor's Irregularity Report (SIR):** Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

**Test supervisor:** The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

## SAT Test Materials

The supervisor will provide all the necessary materials needed on test day for your room.

### Test Books

The test books for students who are required to test on the primary test date have covers with purple accents. They display the test name along with important notes for the student.

### Rosters

Each associate supervisor will receive a roster for their room from the supervisor. This roster will be used to confirm who should be in your testing room and record any absences. The information from the room roster will be used by the supervisor to plan for any students that require a makeup administration.

### Forms and Reporting

You need to be familiar with the reports and forms used in the testing room.

#### Testing Room Materials Report Form (Required)

You are required to return a completed Testing Room Materials Report form for each testing room with your used answer sheet shipment. The Testing Room Materials Report form is provided on the back cover of this manual.

- The supervisor uses the Testing Room Materials Report form to indicate testing room information, including the associate supervisor assigned to the room, the optional testing room code, and the test materials issued to the associate supervisor.
- Inside the testing room, the associate supervisor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.

- As indicated in the scripts, the associate supervisor uses the seating chart on the back of the Testing Room Materials Report form to record the serial number of each multiple-choice test book distributed to each seat in the room.
- If possible, staff should include the last name of each student. If any issues arise, the chart will be used in investigating the reported irregularity.

#### SAT School Day Supervisor's Irregularity Report (SIR)

You will receive at least one blank SIR to use in the event an irregularity occurs during School Day testing. The testing staff performs a critical role in reporting any and all irregularities and affected students.

Without information, we can't resolve issues that arise. All SIRs submitted are thoroughly reviewed. Refer to the irregularity chart in the Appendix in this manual for instruction on when to fill out an SIR.

#### Request to Cancel Test Scores Form

Students use this form to request score cancellation. Direct students to fill out the form with exactly the same information that's given on their answer sheets or pre-ID label.

Students must sign and date the form, then submit it in one of the following ways:

- Hand the form to the testing staff before leaving on the day of the test.
- Fax the form to the number indicated no later than 11:59 p.m. ET on the fourth business day following the date testing ends.
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

In cases of equipment failure or illness, the associate supervisor must sign the form for students who decide to cancel their scores using the SAT School Day Request to Cancel Scores form. **Fill out an SIR in these cases.** Students will be eligible for a makeup administration. An SIR is not necessary for other cancellation situations.

Inform students that their scores will still be provided to the state and will be accessible to your school, but will not be sent by the College Board to their chosen colleges or scholarship organizations.



# Before Test Day

## Prepare Yourself

### TASKS

- Participate in training if you haven't already.
- Read this entire manual.
- Uniform testing conditions depend on your reading the scripts exactly as written in this manual. Take time to study the scripts and timing before test day.
- Sign the Testing Staff Agreement.
- Conduct a preadministration session at your supervisor's direction.

## Prepare Your Room for Test Day

Your supervisor will provide you with information to post on the board for test day. Prior to test day, the supervisor selected rooms that met College Board testing room and seating requirements. As the associate supervisor, you should review the requirements under "Key Information" to make sure your room and seating arrangements still meets them on test day.

### KEY INFORMATION

#### Testing Room Requirements

To promote an effective and secure administration, testing rooms must fulfill the following requirements:

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - ◆ A working clock, visible to students
  - ◆ Proper lighting
  - ◆ Proper ventilation
  - ◆ Proper seating, with an adequate writing surface, that enables students to be seated 4 feet apart (measured from the center of the table), facing the same direction (see "Seating Requirements")
  - ◆ No materials related to test content on display (these can be removed or covered)

#### Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.

- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart (measured from the center of the table) and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns. If using a homeroom as a testing room, make sure students are seated at random.

**IMPORTANT:** *Students may not select their own seats.*

## Prepare Your Preadministration Session

### TASKS

Your supervisor will provide these materials for your session:

- *Student Answer Sheet Instructions*, a copy for each student
- Answer sheets affixed with students' pre-ID labels
- Large-block answer sheets (if applicable) affixed with students' pre-ID labels
- Extra blank answer sheets for any students without pre-ID labels
- A list of students with the type of answer sheet needed (large-block or standard)

**IMPORTANT:** *Even when a pre-ID label is affixed, students must still bubble in their information on their own answer sheets. When distributing answer sheets, make sure to correctly match any answer sheet having a Pre-ID label to the correct student.*



## Conduct the Preadministration Session

There are two parts to the preadministration session: completing student information, and taking advantage of the free score sends by providing up to four colleges or scholarship programs. Connecticut students will not complete the optional questionnaire.

### TASKS

- Before starting the session, post any information the students will need, such as the six-digit school (AI) code, school name, city, and state.
- Students will need their state-assigned student ID (SASID) numbers. Work with your supervisor to make sure you have these numbers available for the session.
- Give each student the correct answer sheet and a copy of the *Student Answer Sheet Instructions*. A large print version of the *Student Answer Sheet Instructions* is provided for students with approved accommodations that necessitate large print. Make sure you correctly match any labeled answer sheet to the student whose information is on the label. Give any student who doesn't have a labeled answer sheet a blank answer sheet.
  - ◆ Some students may be using large-block answer sheets. This accommodation will be noted on the NAR.
- Read aloud the scripts in tinted areas and pause when *[pause]* appears to give students time to follow instructions. Instructions for the associate supervisors that shouldn't be read aloud appear outside the tinted areas.
  - ◆ Students must fill in the appropriate bubbles (or squares on a large-block answer sheet) for their names and other personal information.
  - ◆ Students will bubble all required fields even if they have a label on their answer sheet.
  - ◆ Students should skip boxes 44–48 on the answer sheet because these sections are completed on test day.
  - ◆ If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If any students' labels have an incorrect first, middle, or last name, give them a blank answer sheet and securely destroy the one with the incorrect label. Information included on the pre-ID labels is based on data in PSIS. If errors are identified, please work with your supervisor to contact your District Assessment Coordinator so PSIS can be updated to reflect the correct information.

## Preadministration Scripts

Fill in the school code in the script below before beginning.

### When students are ready, say:

Today we will complete the identifying information portion of the SAT answer sheet. You'll be able to take advantage of your four free score sends by indicating which colleges or scholarship programs to send your scores to.

If you're using a large-block answer sheet, read the directions on the front page for how to mark your answers. Your page numbers will be different from those I announce, but the field numbers will be the same as the box numbers I give for everyone. You'll mark the squares with an X instead of filling in bubbles.

### To all students, say:

Please check to make sure your correct name appears on the label on your answer sheet. Raise your hand if your name is not correct. *[pause]*

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, give them blank answer sheets for the session.

If the student's first name or last name listed on the label is incorrect, give them a blank answer sheet for the session. If any other information is incorrect, including date of birth or school information, students can use the answer sheet—they'll enter their correct information during the session. Shred or discard securely any answer sheet with an incorrect student name.

### For box 1, say:

Begin by filling in your last name, first name, and middle initial, if you have one, in box 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. *[pause]*

### For boxes 2 and 3, say:

Move on to box 2. Fill in the bubble for "Yes," if you are testing at your school, then print our school's name, city, and state. Look up when you're done. *[pause]*

In box 3, print our six-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. Look up when you're done. *[pause]*

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**For box 4, say:**

Don't make any marks in box 4, "Optional Code."

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**For box 5, say:**

Fill in all three parts of your date of birth. Any two-digit fields need to start with a zero if the number is less than 10. Be sure to include the bubble for the first two digits of the year you were born. Raise your hand if you have any questions. *[pause]*

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**For boxes 6–11, say:**

Skip boxes 6 through 11.

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**For box 12, say:**

In box 12, fill in the bubble for your current grade.

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**For boxes 13 and 14, say:**

Skip boxes 13 and 14.

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**For box 15, say:**

Mark the correct bubble in box 15.

---

If a student does not identify with either of the sex options provided, they should be instructed to leave this field blank.

---

**Now say:**

We're now going to skip ahead to question 23.

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**For box 23, say:**

In box 23 fill in the bubble labeled "Student ID Number," then print and bubble in your state-assigned student ID number, starting with the first column to the left. You can find your student ID number in the upper left corner of the label. If you don't have a label and need your student ID number, please raise your hand. Look up when you're done. *[pause]*

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If a student doesn't know their SASID and you have SASIDs available, provide the number to the student to grid on the answer sheet. If you don't have access to SASIDs, tell the student to leave box 23 blank. Work with the supervisor to complete it on the student's behalf after testing.

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**When students are ready, say:**

Take out the *Student Answer Sheet Instructions* booklet I gave you at the start of this session. *[pause]*

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**For box 22, say:**

When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as four colleges or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply. If you choose to send your scores to an institution they'll see it as a sign of your interest in what they have to offer, which makes them more likely to consider your application.

Open your instructions booklet and find the "College and Scholarship Codes for Answer Sheet Box 22." Find the four-digit code for the school or scholarship program you want to send your scores to. College codes are listed alphabetically by state, territory, and country. Scholarship program codes are listed at the end of the list, listed alphabetically nationally, by state or territory, and country.

In box 22, for each place you want to send scores to, copy the four digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions.

Look up when you're done. *[pause]*

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**When everyone is ready, say:**

Do not fill in any other boxes. Close your instructions booklet and place it next to your answer sheet on your desk. Please wait quietly while I collect your materials. Raise your hand if you have any questions.

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**IMPORTANT:** *If you are guiding students to complete their answer sheets on test day after testing, return to "Collect Answer Sheets" on page 23.*

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## Complete the Preadministration Session

- After the session, collect an answer sheet and *Student Answer Sheet Instructions* booklet from every student. Notify students that their answer sheets will be returned to them on test day.
- Confirm that students have bubbled their state-assigned student ID accurately in box 23. For any students that left box 23 blank, enter and bubble their SASID on the answer sheet.
- The session is now over—you may dismiss your students or carry on with your regular school day.
- Organize the answer sheets and *Student Answer Sheet Instructions* as directed by your supervisor and return them to the supervisor for secure storage until test day.

# During the Test

## Get Started

### TASKS

#### Follow Your Test Day Schedule

To ensure standardization across all School Day testing, please adhere to the prearranged schedule as closely as possible.

#### Prepare Your Testing Room

Make sure you:

- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. (See sample seating plan in the Appendix.)
- Assign seats at random or by prearrangement with the supervisor. Never allow students to select their own seats.
- Cover or remove any instructive material, such as maps and charts if not done previously.
- Check the clock to make sure it's working properly.
- Post information for students on the board.
  - ◆ Test date
  - ◆ School name, city, and state
  - ◆ Six-digit school code (AI code assigned to your school)
  - ◆ Three-digit testing room code (or other room identifier), if applicable
  - ◆ "SAT"
  - ◆ "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."
- If provided in your testing room packet (see "Account for Test Materials"), post the "No Electronic Devices" flyer in the room and "Quiet Please" flyer on the outside of your testing room door.
- Plan to collect electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

#### Study and Prepare Scripts Before Testing

- Some of the instructions have alternative scripts to read depending on various criteria such as options in use by your school. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.
- Before admitting students, fill in the appropriate information where a blank line " \_\_\_\_\_ " appears in the text.

#### Account for Testing Materials

Your supervisor will provide a packet of testing materials containing:

- A room roster showing students assigned to your room
- A *Testing Room Materials Report* form listing the test materials for your room
- Test books
- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session
- Some blank answer sheets and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on answer sheets
- Two optional testing room flyers ("No Electronic Devices" and "Quiet, Please")
- EL supports, if your students need them
- Blank forms, including an SIR and at least one Request to Cancel Tests Scores form

Count all of your testing materials when you receive them from your supervisor, when you distribute them to students, and when testing is complete.

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the *Testing Room Materials Report* form in your testing room packet.
- Later, after testing has begun, you will show the distribution of test books in your room by recording the serial numbers on the seating chart (Part B).
- After testing, when you prepare to return materials to the supervisor, you will record the serial numbers of the test books that you are returning in part A of the form, along with the number of answer sheets being returned.
- If you discover that a test book is missing, follow these procedures:
  - ◆ If a test book is missing before testing has begun, determine the serial number of the missing book and then check the desk of the student who was assigned that serial number as well as the desks of students who received the test books with serial numbers before and after the serial number of the missing book.
  - ◆ If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the test supervisor as soon as possible. Before dismissing students

or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check each student desk (even unoccupied desks, since the test book may have been placed there).



If the test book is still missing, ask the test supervisor to call School Day Support immediately. Report the incident on an SIR.

## KEY INFORMATION

### Distributing Materials

Do not distribute any test materials until instructed to do so in the scripts.

- Test books should have a purple cover. Testing students with blue or lime-green test materials using the scripts in this manual will result in a misadministration and canceled scores.
- The standard answer sheets for the SAT are salmon. Large-block answer sheets for the SAT have a salmon-colored title and box printed on them.

## Testing In The Standard Room

### TASKS

#### Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a “P” (present) next to the name of each student who checks in.
- If you don’t recognize a student, ask them for identification. Send any student from another school who can’t present acceptable ID to the supervisor.
- After you have closed the testing room door, put an “A” next to the name of any student who is absent.
- Write in student information for students not on the room roster.

If a student arrives late, you can admit them as long as you have not yet begun the timed sections of the test.

#### Administer the Test

Before you collect any phones, backpacks, or other personal belongings from students (if your school chooses to do so), students should take out any snacks or drinks to store under their desks during testing.

### Time the Test

- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if one is assisting in the room.

Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

### Complete the Count of Materials

- On the *Testing Room Materials Report* form in the back of this manual or provided to you by the supervisor, account for all test materials (used and unused) in Part A of the form. If a book appears to be missing, follow procedures in “Account for Testing Materials” earlier in this section.
- Use the chart on the back of this manual (or on the *Testing Room Materials Report* form if provided by your supervisor) to record the serial numbers of the test books distributed to students and the order in which you handed out the test books.

### Maintain Security in the Testing Room

Make sure you understand and follow these policies:

- Prepare your testing room by covering up or removing any instructive material, such as maps and charts.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as talking on phones (prohibited for staff as well as students), using a computer, or grading papers.
- Ensure that at least one staff member is in the testing room at all times.
- Ensure that students do not use calculators, phones, or prohibited aids during breaks.
- Monitor test materials at all times; do not leave them unattended under any circumstances.
- Guard against test materials being removed from the room.
- No one is permitted to access or use phones in the testing room, or to eat or drink during testing unless they have an approved accommodation.



**IMPORTANT:** *Immediately report significant problems or events that interfere with specific testing procedures, or that compromise test security.*

## Prohibited Aids

Once the opening scripts have been read to students, staff must dismiss any student seen with a cell phone or wearable technology during testing, including breaks. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations or SAAs for particular testing aids.) Note any such activities on an SIR.

Prohibited aids include, but are not limited to (unless approved as an accommodation):

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord


**IMPORTANT:** *Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. For other medications/medical devices, contact the SSD office.*

## Monitor Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart in the Appendix.
- Make sure students do not use any prohibited aids, as instructed in the scripts. A list of prohibited devices is provided early in the script before answer sheets are distributed.

## Prevent Copying and Communication

Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. Staff must:

- Watch for roaming eyes. Some students may try to copy from a neighbor.
  - Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
  - Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.
-  Staff must always note any such activities on the SIR. They should immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. If the Irregularity Chart indicates to call CSDE, report the situation immediately.

## Monitor Breaks

You and other testing staff will need to monitor students during breaks to make sure they don't discuss the test, use calculators, phones, or prohibited aids.

For the breaks:

- Post the break time and include what time students should return to their seats.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-for-word glossaries are closed and left on the desks.
- Students are not allowed to use phones during breaks for any reason. Phones should be collected (if school policy permits), and must remain powered off and put away until the test is completely over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Do not allow students to access their bags or backpacks until the test is over.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

## Report Irregularities

- Immediately inform the test supervisor of any timing irregularities.
- Record irregularities and actions taken on the Supervisor's Irregularity Report (SIR).

## Complete the SIR

This form is scanned, so use a No. 2 pencil, or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to print all information neatly and fill in bubbles

completely. Always include the names of students and the answer sheet litho code (eight-digit serial number from bottom right-hand corner of answer sheet) involved in an irregularity. (See the Appendix for a sample of a completed SIR.)

- For all irregularities, fill in items 1–4 (page 1) and item 10 (page 3) of the form.
  - ◆ In box 4a, write your 6-digit school (AI) code.
  - ◆ In box 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you're reporting about.
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the date of birth and answer sheet litho code (8-digit serial number), found in the bottom right corner of the answer sheet, for each affected student.
- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.
- In all situations, provide as much detail as possible. Do not attach answer sheets to the SIR, but return them to your supervisor with the other used answer sheets.

## KEY INFORMATION

### Calculator Policies and Guidelines

Calculators may only be used on the Math Test

- Calculator portion, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math
- No Calculator section. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See the Appendix for a list of acceptable calculators.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend that students bring and use a calculator, preferably one they are familiar with, on the Math Test – Calculator portion of the SAT. A scientific or graphing calculator is recommended.
- Students should supply their own calculators. If your school provides calculators, be sure that students are familiar and comfortable with how to use them.

- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need your permission to use them.
- Students may not share calculators.

### Calculator Malfunction

Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test.

Students without backup equipment may continue testing, since most questions don't require a calculator. If they choose to cancel their score, they must cancel the entire test. They will need to fill out a Request to Cancel Test Scores form before leaving the testing room. Tell students that if they cancel their scores, the scores will still be sent to the state and district and will be accessible to your school, but they will not be sent to their chosen colleges or scholarship organizations.

### Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of calculators.

- Only battery-operated, hand-held equipment can be used for testing.
- Students may not share calculators.
- All scientific, and most graphing calculators are acceptable. Four-function calculators are permitted, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

---

**IMPORTANT:** *Students approved to use a calculator on the Math Test – No Calculator section must use a four-function calculator for this purpose. (Percentage and square-root functions are allowed.) Confirm that the calculators in use aren't more advanced models.*

---

### Scheduled Breaks

College Board policy requires every student to be offered breaks at regular intervals. Scheduled break time does not count as testing time.

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive:

- a 10-minute break after Section 1
- a 5-minute break after Section 3

During breaks after Sections 1 and 3, students may go to the restroom or to the area designated for eating snacks.

## Unscheduled Breaks

When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:

- Inform students that they won't get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- Collect their test book and answer sheet before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any EL supports (translated directions or glossary) the student may be using.
- Never leave the testing room unattended. If possible, have a proctor accompany the student. It isn't necessary to record this irregularity on an SIR unless you find the activity suspicious.

## Test Observers and Visitors

Staff from the College Board, Educational Testing Service (ETS), or administrators from the Connecticut State Department of Education may visit your school the day of the test or the week preceding it. Verify that visitors have government-issued identification and a letter of authorization from the College Board or ETS, or the Department of Education.

Authorized visitors, including assistants for students with approved accommodations, are the only visitors allowed in the testing rooms. There are no exceptions.

Keep unauthorized individuals out of the sight and hearing of the students until testing is complete and away from secure testing materials. Limit access to the testing rooms and adjoining hallways.

## Using the Irregularity Chart

The chart in the Appendix is a compilation of the most common irregularities along with the procedures and actions you should employ. Some situations call for immediate action: when the chart indicates need for immediate action, do so without delay. The chart also indicates when you should complete and submit an SIR and when you should order makeup tests.

Use the SIR to record an irregularity, including:

- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

Make sure reports are complete and explicit. Fill out just one form for each issue, even if it affects more than one student (such as mistiming).

Irregularities filed by associate supervisors must be countersigned by the test supervisor, who should add any information that might be useful. Tell students that a report will be submitted, but inform them that if they feel they were affected, they can call to file a complaint.



# Standard SAT Script

The script in this section is for testing in the standard rooms using the test books with purple covers. Uniform testing conditions depend on your reading the scripts exactly as detailed in this section.

Read scripts in tinted areas aloud EXACTLY as written.

- Read slowly enough to give students time to fill in their information.
- Pause where you see *[pause]* in the script to allow students time to follow instructions.
- Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.
- Answer student questions only about procedure, not about test content.
- Repeat parts of the script if requested to do so.

## Begin the Test Here

Before starting the test, distribute translated directions and/or word-for-word glossaries to students who need them.

### At all administrations, say:

Good morning. Today you are going to take the SAT. This is your chance to show how prepared you are for college and career.

If you have questions about any of the instructions I give you, please ask them, so that you can be sure of doing your best. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

### Continue by saying:

The College Board has rules that are designed to give each of you an equal opportunity to show your abilities. We will dismiss you, and College Board will invalidate the scores of anyone who tries to gain an unfair advantage by:

- Giving or receiving help of any kind on the test
- Looking through the test book before the start of the test
- Working on the wrong section or looking at a previous or future section of the test book or answer sheet
- Using a calculator during a non-calculator section
- Marking answers after time is called

- Sharing test questions or answers with anyone during or after the test
- Using any unauthorized testing aids, including phones, during testing or on breaks
- Attempting to take the test for someone else

You may also be dismissed for:

- Eating or drinking during testing (unless this has been approved as an accommodation— otherwise, eating and drinking are only permitted during breaks)
- Causing a disturbance of any kind or distracting other students
- Going to your locker or leaving the building during breaks

You will have until 11:59 p.m. Eastern Time on the fourth weekday from the end of the test to file a test day complaint. If you see any behavior that causes you concern, please notify the test supervisor, who will explain how to contact the College Board. Are there any questions? *[pause]*

**Collection of Personal Belongings:** Read script **(A)** if your school has chosen to collect students' phones, electronic devices, and/or backpacks. Read script **(B)** if your school did NOT choose to collect students' belongings. (Read only one option.)

### **(A) If your school has chosen to collect personal belongings, say:**

By this time you should have turned in all phones, or any other electronic devices. If anyone still has an electronic device of any kind, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

### **(B) If your school has NOT chosen to collect personal belongings, say:**

At this time, if you have a phone, or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it away under your desk until the test is over. Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation.

Allow time for students to turn in or put away any of these devices.

**Now say:**

Now we're going to prepare to start the test.

- Remove everything from your desk except your pencils and acceptable calculator.
- If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk.
- Place any water bottles and snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over. *[pause]*

**IMPORTANT:** *EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while using the device.*

**Once desks are cleared of prohibited items, say:**

I will take a moment now to look around and make sure you are using approved calculators. *[pause]*

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk (unless approved as an accommodation).

- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

**Then say:**

You may not share or exchange calculators at any time. Put your calculator under your desk now. You will not need it until a later section.

Make sure that students have put their calculators under their desks and that any phones have either been collected or are placed under the desk, not in a pocket.

## Distribute Answer Sheets

Distribute the answer sheets. If your school held a preadministration session, make sure that each student receives their own answer sheet with identifying information complete. Give any students who did not participate in a preadministration session their prelabeled answer sheet. If you do not have a prelabeled answer sheet for a student testing in your room, provide them with a blank answer sheet.

**After distributing answer sheets, say:**

These are the answer sheets you will use to mark your answers on the test. Please check to make sure your correct name appears on the answer sheet. Raise your hand if you have the wrong answer sheet.

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distribute Test Books.

Otherwise, if there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, or if a student has the incorrect name on their answer sheet, give them a blank answer sheet. Ask the students with correctly populated answer sheets to wait patiently while you read the following scripts to any students who need to populate their answer sheets.

**To students who need to populate required fields on the answer sheet, say:**

Fill in your full name in box 1 now. If your answer sheet has a label, please check that yours shows your correct name. If you find any errors, raise your hand and I will give you a replacement answer sheet. *[pause]*

**For boxes 2 and 3, say:**

Find box 2. Raise your hand if you do not attend this school, and I will come over and help you answer this question. Everyone else, fill in the bubble for "Yes," and then print our school's name, city, and state. You may leave the country line blank. Look up when you are done. *[pause]*

In box 3, print our six-digit school code and fill in the corresponding bubbles. Look up when you are done. *[pause]*

**For box 4, say:**

Don't make marks in box 4, "Optional Code."

**For box 5, say:**

Fill in all three parts of your date of birth. Any two-digit fields need to start with a zero if the number is less than 10. Be sure to include the bubble for the first two digits of the year you were born. Raise your hand if you have any questions. *[pause]*

**For boxes 6–11, say:**

Leave boxes 6 through 11 blank.

**For box 12, say:**

Turn to page 2 (or page 5 of the large-block answer sheet). Fill in the bubble for your current grade in box 12.

**For boxes 13 and 14, say:**

Leave boxes 13 and 14 blank.

**For box 15, say:**

Find box 15 on page 3 (or page 6 of the large-block answer sheet). Mark the correct bubble in box 15.

If a student does not identify with either of the sex options provided, they should be instructed to leave this field blank.

**For box 23, say:**

Now skip to box 23. In box 23, fill in the bubble labeled "Student ID Number," then print and bubble in your state-assigned student ID number, starting with the first column to the left. You can find your student ID number in the upper left corner of the label. If you don't know your student ID number please raise your hand. Look up when you're done. *[pause]*

If a student doesn't know their SASID and you have SASIDs available, provide the number to the student to grid on the answer sheet. If you don't have access to SASIDs, tell the student to leave box 23 blank. Work with the supervisor to complete it on the student's behalf after testing.

## Distribute Test Books

**Now say:**

I will now distribute your test books. Do NOT open them until I tell you to.

Distribute to each student the appropriate test materials in serial-number order.

**IMPORTANT:** *Students must fill in the test book information on their answer sheets (boxes 44–46); without this information, their answer sheets cannot be scored.*

**Continue by saying:**

When you get the test book, turn it over and read the back cover. It has important information about timing, marking answers, and scoring.

**Then say:**

When you have finished reading, please look up. *[pause]*  
Are there any questions about what you just read? *[pause]*

**After you have answered all questions, say:**

The following instructions are critical to the scoring of your test. If you don't follow my directions exactly, you may not receive a score. Listen carefully.

Make sure you are using a No. 2 pencil and that you fill in the bubbles darkly and completely on the answer sheet. If you change your response, erase it as completely as possible. Avoid making stray marks, and do not use your answer sheet for scratch work.

Read the following script if anyone is using a large-block answer sheet.

**To students using a large-block answer sheet, say:**

If you are using a large-block answer sheet, also read the instructions on the front of the answer sheet about where and how to mark your answers. You will be marking an "X" in each relevant square rather than filling in bubbles, and the page numbers will be different from those that I announce.

**When all students are ready, say:**

On the back of your test book, print your last name, first name, and middle initial, if you have one.

Then print this school's code number, school name, and this room's number (or name). [pause]

Check that students have filled in these fields, including room number/name, on their test books.

For the next set of instructions, students must correctly copy codes from their test books onto their answer sheets. This ensures proper scoring of their tests.

---

**For the Form Code field, say:**

On the back cover of your test book, find the box labeled "44-Form Code." Copy the letters and numbers onto box 44 of your answer sheet exactly as shown on the back of your test and fill in the bubbles. [pause]

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**For the Test ID field, say:**

Now find the box labeled "45-Test ID." Copy the number onto your answer sheet in box 45. [pause]

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**For the Test Book Serial Number field, say:**

Look at the front cover of your test book. Find the number in the upper right-hand corner of the test book labeled "Test Book Serial Number" and enter it into box 46 on your answer sheet. Fill in the corresponding bubbles. [pause]

---

**To all students, say:**

Take a moment to ensure that the Form Code, Test ID, and Test Book Serial Number fields are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

**Testing Room Code:** *If your school has assigned testing room codes, read script (A). If your school has not assigned testing room codes, read script (B). (Read only one option.)*

---

**(A) For the Testing Room Code, say:**

In box 47 on your answer sheet, fill in the three-digit testing room code I have posted for you. [pause]

---

**(B) For the Testing Room Code, say:**

Leave box 47 blank on your answer sheet.

Check that students are filling in the correct codes.

---

**To all students, say:**

Now listen to this important information. First, if you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete before you leave the room. To cancel your scores later, you must notify the College Board in writing no later than 11:59 p.m. Eastern Time on the fourth weekday from today.

Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email message or phone call.

If you cancel your scores, they will still be sent to the state and will be accessible to your school, but they will NOT be sent to your chosen colleges or scholarship organizations.

Second, if you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. You may use the test book for scratch work, but you must mark your answers on the answer sheet unless you are approved to mark them in your test book. After time has been called, you may not transfer answers from your test book to your answer sheet or fill in empty bubbles.

Third, during testing, keep your answer sheet and test book flat in the center of your desk. If you find something wrong with your answer sheet or test book, such as a missing page, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Finally, answer sheets and test books must never be removed from the testing room.

I will walk around the room to check your progress. I will also keep the official time for the test. You will have breaks during the test when you can leave this room to have a snack or use the restroom.

Remember, after the test has ended, no one may leave the room until I dismiss you. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. [pause]

# Read the Timed Sections

## Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



65 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

### When everyone is ready, say:

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will take a short break when this section is finished. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Please find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Now, open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

### After 30 minutes, say:

You have 35 minutes remaining in this section.

### After 60 minutes, say:

You have 5 minutes remaining in this section.

### After exactly 65 minutes, say:

Stop work and put your pencil down. *[pause]* Close your answer sheet and place it inside the front of your test book. Close your test book and leave it on your desk. We'll take a break now for 10 minutes.

If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated

areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms.

We will start testing again in exactly 10 minutes.

### If you did NOT collect electronic devices, say:

You may not use a phone or any other electronic device on this break or any other break during the test. Any phones or other devices must remain turned off and put away under your desk.

## For the Break

- Post the break time of 10 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

### At the end of the break, say:

Please take your seat.

## Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

### When everyone is ready, say:

When you submit your answer sheet, you are agreeing that you will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including but not limited to email, text messages, or the internet. These conditions are spelled out in the *SAT School Day Student Guide* and online at [sat.org](http://sat.org).

Take out your answer sheet, but leave your test book closed. Turn to the back of your answer sheet, and find box 48, the Certification Statement. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today's date. Look up when you are done. *[pause]*

Walk around the room and ensure that all students are writing the Certification Statement.



## Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

### When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Keep your answer sheet and test book flat on your desk.

Now find Section 2 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2, read the directions, and begin work. Time starts now.

### After 15 minutes, say:

You have 20 minutes remaining in this section.

### After 30 minutes, say:

You have 5 minutes remaining in this section.

### After exactly 35 minutes, say:

Stop work and put your pencil down. *[pause]*

Place your answer sheet on the page in your test book where you stopped working. Close your test book.

## Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**IMPORTANT:** Some students may be approved to use a four-function calculator on this section as an accommodation. If you are asked to test a student with this accommodation, confirm that the calculator the student uses is not a scientific or graphing calculator. (Percentage and square root functions are permitted.)

### When everyone is ready, say:

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers may be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

Walk around the room to check that students do not have calculators on their desks.

### After 10 minutes, say:

You have 15 minutes remaining in this section.

### After 20 minutes, say:

You have 5 minutes remaining in this section.

### After exactly 25 minutes, say:

Stop work and put your pencil down. *[pause]*

Put your answer sheet on the page in your test book where you stopped working. Close your test book, and leave it on your desk. We'll take a break now for 5 minutes. If you brought a snack, you may eat it in designated areas only. As before, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. We'll start testing again in exactly 5 minutes.

## For the Break

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

**At the end of the break, say:**

Please take your seat. *[pause]*

## Section 4—Math Test – Calculator

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**



**55 MINUTES**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

If your school is providing calculators for students, distribute them now.

**When everyone is ready, say:**

Once we begin, you will have 55 minutes to work on Section 4, the Math Test with Calculator.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. *[pause]*

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All math questions can be answered without a calculator.

Directions for how to grid your answer to the questions labeled "Student-Produced Responses" are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

**After 25 minutes, say:**

You have 30 minutes remaining in this section.

**After 50 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 55 minutes, say:**

Stop work and put your pencil down. *[pause]* Close your test book and answer sheet. Place your answer sheet next to your test book.

Testing is now complete. Proceed to "After the Test" on page 23.



# After the Test

## To all students, say:

Congratulations—you just finished the test! Before I collect your test materials, please turn over your answer sheet and check that you have filled in the form code in box 44. This form code is required for scoring your test. Please raise your hand if you need help completing the box.

## Next, say:

I will now collect your test materials. Please sit quietly until I dismiss you.

## Collecting Test Materials

Collect a multiple-choice test book from each student in the order in which they were distributed. Collect other test materials except for answer sheets, including any translated instructions, at this time as well. Place them where students can't access them.

Before collecting answer sheets:

- Identify any students who need to complete or want to change their choices of where to send their scores in box 22. Ask them to wait quietly while you dismiss students who are finished.
- For all other students, proceed to "Collect Answer Sheets." When you have dismissed these students, return to "Completing the Answer Sheets" for any students remaining.

## Completing the Answer Sheets

Distribute a copy of the *Student Answer Sheet Instructions* to students remaining in the room.

## For box 22, say:

When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as four colleges or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply. If you choose to send your scores to an institution they'll see it as a sign of your interest in what they have to offer, which makes them more likely to consider your application.

Open your instructions booklet and find the "Score Reporting Code List." Find the four-digit code for the

school or scholarship program you want to send your scores to. College codes are listed alphabetically by state, territory, and country. Scholarship program codes are listed at the end of the list, listed alphabetically nationally, by state or territory, and country.

In box 22, for each place you want to send scores to, copy the four digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions. Look up when you're done. *[pause]*

## Collect Answer Sheets

Collect an answer sheet (and instructions booklet, if applicable) from each student. For each student, before moving on to the next person, do the following:

- Check to see that all the identifying information on the answer sheet is complete. Ensure that the letters in box 1, "Name" correspond to the filled bubbles in each column. Flip the answer sheet over to make sure students have completed the "Complete on Test Day" section.
- If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document the discrepancy on an SIR.
- If you suspect impersonation, note the student's name on the SIR. Notify the supervisor immediately.

## Before Dismissing Students

Make sure answer sheets are not inserted in or between test books.

- Verify by count that you have a multiple-choice test book and answer sheet for each student.
- Verify by serial number that you have collected the test books assigned to your room.
- Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- Make sure students have completed their name (box 1), school information (2–3), date of birth (5), grade level (12), sex (15), student ID (23), and test book information (44–46) on their answer sheets. These fields must be completed for a student to receive a score report.
- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal

and test information for these fields before dismissing students. You must transcribe their answers after students are dismissed. If you do not have enough answer sheets to complete the transcription, return without transcribing to your supervisor.

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**After all materials are accounted for, say:**

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet.

**Returning Collected Items:** *If you have collected personal belongings from students, read script (A). If you have not collected any belongings, read script (B). (Read only one option.)*

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**(A) To students who need to collect their belongings, say:**

This test administration is now over. As you prepare to leave, please come up and retrieve your personal belongings that I collected from you earlier. Once you have all your belongings, you may exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

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**(B) To students who have all their belongings, say:**

This test administration is now over. Gather your belongings, and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

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## After Students Leave the Room

- Complete and sign the *Testing Room Materials Report* form and seating chart.
- Describe any discrepancy on the SIR.
- If you have any students approved to write their answers in the test book, do the following:
  - ◆ On the test book, write the student's name, six-digit school (AI) code, and litho code (8-digit serial number) from the shaded box on the bottom right corner of the answer sheet.
  - ◆ On the front cover of the test book, write "Answers in book."
  - ◆ Transfer responses from the test book to the regular answer sheet pages.
  - ◆ Clip the transcribed answer sheet to the test book and include with the used answer sheets and deliver them to the test supervisor to return with the used accommodated answer sheets.
- Return the completed *Testing Room Materials Report* form with all test materials and forms to the supervisor.
- Make sure your room roster identifies who was present or absent. Return the annotated room roster to the supervisor.

# Appendix

## Acceptable Calculators

For the Math Test – Calculator section of the SAT, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted. This list is not exhaustive.

**IMPORTANT:** Contact CSDE if you are unsure if a calculator is acceptable.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

FX-6000 series	FX-9860 series
FX-6200 series	CFX-9800 series
FX-6300 series	CFX-9850 series
FX-6500 series	CFX-9950 series
FX-7000 series	CFX-9970 series
FX-7300 series	FX 1.0 series
FX-7400 series	Algebra FX 2.0 series
FX-7500 series	FX-CG-10 (PRIZM)
FX-7700 series	FX-CG-20 series
FX-7800 series	FX-CG-500 (Use of the stylus is not permitted.)
FX-8000 series	Graph25 series
FX-8500 series	Graph35 series
FX-8700 series	Graph75 series
FX-8800 series	Graph95 series
FX-9700 series	Graph100 series
FX-9750 series	

#### HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

#### RADIO SHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

Datexx DS-883	Smart <sup>2</sup>
Micronta	

#### SHARP

EL-5200	EL-9600 series (Use of the stylus is not permitted.)
EL-9200 series	
EL-9300 series	EL-9900 series

#### TEXAS INSTRUMENTS

TI-73	TI-84 Plus CE-T
TI-80	TI-84 Plus T TI-85
TI-81	TI-86 TI-89
TI-82	TI-89 Titanium
TI-83/TI-83 Plus	TI-Nspire
TI-83 Plus Silver	TI-Nspire CM-C
TI-84 Plus	CAS TI-Nspire CAS
TI-84 Plus CE	TI-Nspire CX
TI-84 Plus Silver	TI-Nspire CX CAS
TI-84 Plus C Silver	TI-Nspire CX-C CAS

## Unacceptable Calculators

Students are not allowed to use any of the following unacceptable calculators, unless specifically approved as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features

- Models that have a typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

# SAT Standard Section Timing Chart

START AND STOP TIMES FOR STANDARD SECTIONS <i>All times are “minutes after the hour.”</i>				
Start Time	Section 1	Section 2	Section 3	Section 4
	65-minutes	35-minutes	25-minutes	55-minutes
:00	:05	:35	:25	:55
:01	:06	:36	:26	:56
:02	:07	:37	:27	:57
:03	:08	:38	:28	:58
:04	:09	:39	:29	:59
:05	:10	:40	:30	:00
:06	:11	:41	:31	:01
:07	:12	:42	:32	:02
:08	:13	:43	:33	:03
:09	:14	:44	:34	:04
:10	:15	:45	:35	:05
:11	:16	:46	:36	:06
:12	:17	:47	:37	:07
:13	:18	:48	:38	:08
:14	:19	:49	:39	:09
:15	:20	:50	:40	:10
:16	:21	:51	:41	:11
:17	:22	:52	:42	:12
:18	:23	:53	:43	:13
:19	:24	:54	:44	:14
:20	:25	:55	:45	:15
:21	:26	:56	:46	:16
:22	:27	:57	:47	:17
:23	:28	:58	:48	:18
:24	:29	:59	:49	:19
:25	:30	:00	:50	:20
:26	:31	:01	:51	:21
:27	:32	:02	:52	:22
:28	:33	:03	:53	:23
:29	:34	:04	:54	:24
:30	:35	:05	:55	:25
:31	:36	:06	:56	:26
:32	:37	:07	:57	:27
:33	:38	:08	:58	:28
:34	:39	:09	:59	:29
:35	:40	:10	:00	:30
:36	:41	:11	:01	:31
:37	:42	:12	:02	:32
:38	:43	:13	:03	:33
:39	:44	:14	:04	:34
:40	:45	:15	:05	:35
:41	:46	:16	:06	:36
:42	:47	:17	:07	:37
:43	:48	:18	:08	:38
:44	:49	:19	:09	:39
:45	:50	:20	:10	:40
:46	:51	:21	:11	:41
:47	:52	:22	:12	:42
:48	:53	:23	:13	:43
:49	:54	:24	:14	:44
:50	:55	:25	:15	:45
:51	:56	:26	:16	:46
:52	:57	:27	:17	:47
:53	:58	:28	:18	:48
:54	:59	:29	:19	:49
:55	:00	:30	:20	:50
:56	:01	:31	:21	:51
:57	:02	:32	:22	:52
:58	:03	:33	:23	:53
:59	:04	:34	:24	:54

## Photo ID Requirements

If you're asked to test students who are unfamiliar to you, they must present acceptable photo identification.

### Acceptable IDs

#### ID Requirements

- Be a valid (unexpired) photo identification that is government issued or issued by the school that the student currently attends. (A school ID from 2016-17 is only valid through December 31, 2017, and cannot be accepted for spring 2018 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full name.
- Bear a recent recognizable photo that clearly matches the student's appearance on test day.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.
- Black and white photos are acceptable.

#### Examples of Acceptable ID

- Government-issued driver's license or nondriver ID card
- Official school-produced student ID card from the school student currently attends
- Government-issued passport

- Government-issued military or national ID card
- SAT School Day Student ID form, available under "Educator Downloads" at [sat.org/school-day](http://sat.org/school-day) (must be prepared by the school the student currently attends or by a notary, if homeschooled).

### Unacceptable IDs

#### Types of Identification to Reject

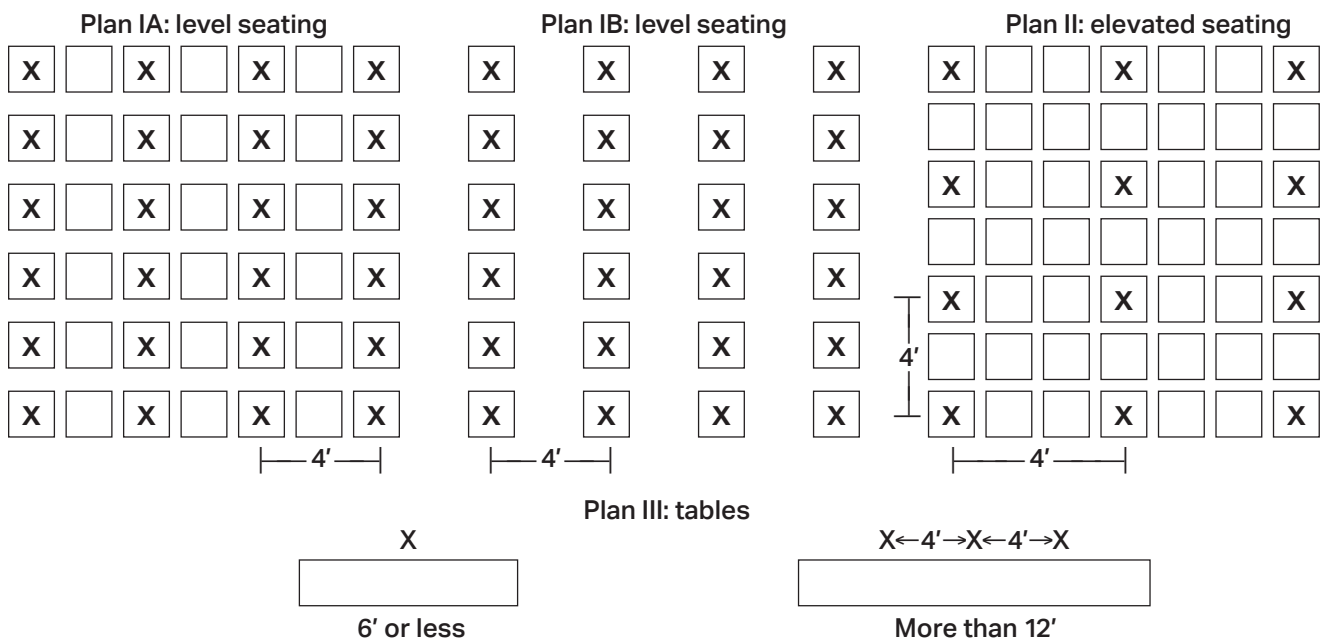
- Any document that doesn't conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- Electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

#### Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card

## Sample Seating Plans

The following sample plans show how to configure seating in various situations.



## Sample Standard Test Day Schedule



(Times are approximate.)





### EXAMPLE OF A STANDARD TEST DAY SCHEDULE

Time	Task
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the designated assembly area.
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).
8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
11:45 a.m.	Testing ends for standard timing.




## Irregularity Chart

### HOW TO HANDLE IRREGULARITIES

Irregularity	What you should do	How to fill out the SIR
<b>Test Site Issues</b>		
<b>Test site closing/ cancellation of testing</b>  Call CSDE immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> <li>▪ Don't attempt to use the test materials you have on-site. Secure them for earliest possible return.</li> <li>▪ Order makeup materials as soon as possible.</li> </ul>	Explain circumstances and impact of issue and section(s) affected. Bubble Page 1, Section 6—"Disturbance/Interruption." Include a list of students affected.
<b>Interruption</b>  Call CSDE immediately whether resolved or not.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for student safety.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ Collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and do not allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure that materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> <li>▪ If testing must be canceled:               <ul style="list-style-type: none"> <li>– Don't attempt to use the test materials you have on-site. Secure them for earliest possible return.</li> <li>– Order makeup materials as soon as possible.</li> <li>– Notify students that they will be taking a makeup test.</li> </ul> </li> </ul>	Note the source, length, and impact of the interruption and the section(s) affected. Bubble Page 1, Section 6—"Disturbance/Interruption." Fill in the number of affected students in 6a and the testing room code in box 6b. If the entire school is affected, note this in the Comments; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes.


Irregularity	What you should do	How to fill out the SIR
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<b>Materials missing or damaged before testing</b> 	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the Shipping Notice.	Note any such irregularity. Bubble Page 1, Section 6—"Missing materials."
Call OTI immediately.		
<b>Missing materials during testing</b> 	<ul style="list-style-type: none"> <li>Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>Do not allow any student to leave the testing room until materials are accounted for.</li> <li>If materials aren't located, put proctor in charge of the testing room and contact supervisor.</li> </ul>	Bubble Page 1, Section 6—"Missing materials."  In the Comments section, note the serial number of any missing test books.
Call CSDE immediately.		
<b>Missing test book after testing</b> 	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.	Explain the circumstances fully. Bubble Page 1, Section 6—"Missing materials."
Call School Day Support immediately.		
<b>Insufficient number of answer sheets</b> 	If students are unable to test because of insufficient answer sheets, the supervisor must treat them as absent and order makeup materials for them.	No SIR is needed.
Call School Day Support immediately.		
<b>Defective answer sheet</b>	<ul style="list-style-type: none"> <li>Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.               <ul style="list-style-type: none"> <li>If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration.</li> <li>After testing is over, have the student complete their school information (2–3), date of birth (5), grade level (12), sex (15), and test information (44–46) on the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.</li> <li>Return with other used answer sheets.</li> </ul> </li> <li>If an extra answer sheet is not available, follow the procedures under "Insufficient Number of Answer Sheets."</li> </ul>	Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR.  Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose "Other" and describe in the Comments section on page 3.






Irregularity	What you should do	How to fill out the SIR
<b>Defective test book</b>  Call CSDE immediately if the defect appears in several test books.	<ul style="list-style-type: none"> <li>Replace the defective book if you have an extra book with the same cover that doesn't have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet.</li> <li>If the test book can't be replaced, dismiss the student and tell them they will take a makeup test. Add this student to your list of makeups needed and order makeup testing materials.</li> <li>If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.</li> <li>On front cover of the test book, print "Defective" and identify error, school number, and location and nature of defect.</li> </ul>	Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the SIR.  Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose "Other" and describe.
<b>Admission/Identification Issues</b>		
<b>Student changing from standard to accommodated administration</b>	When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office: <ul style="list-style-type: none"> <li>Mark the student as moved on the standard room list.</li> <li>Add the student to the NAR and note their SSD eligibility number.</li> <li>Write a note to the associate supervisor of the room you're moving the student to. They should add the student to the room roster.</li> <li>Return the student's answer sheet in the white Accommodated Testing Envelope.</li> </ul>	No SIR is needed.
<b>Student sent to wrong room</b>  Call CSDE immediately.	<ul style="list-style-type: none"> <li>Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity.</li> <li>If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given later in this chart.</li> </ul>	Explain the reason for the change. Bubble Page 2, Section 7b Student Errors/Issue—"Student seated in wrong room."
<b>Security Violations/Student Misconduct</b>		
<b>Observed misconduct</b>  Call CSDE immediately.	If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing: <ul style="list-style-type: none"> <li>Note the student's name. Collect the test book and answer sheet, notify the supervisor, and dismiss the student into their custody. Do not readmit the student to the testing room.</li> <li>On the front of the test book, note the student's name and write "Attempted to impersonate," "Attempted theft of test book," or "Left building," as appropriate.</li> <li>If pages are missing or damaged, indicate which pages on the SIR.</li> </ul>	Attach test book to SIR. Provide the student's name.  Bubble Page 2, Section 7b Student Errors/Issue—"Student removed or attempted to remove test materials," or "Student impersonated another student," or "Student left early/left without permission." Note test book serial number, and if applicable, pages and sections.

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the SIR</b>
<b>Test book misuse/working on the wrong section</b>	<p>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</p> <ul style="list-style-type: none"> <li>Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal.</li> <li>If behavior continues, collect the test book and answer sheet. Notify the supervisor and dismiss the student. Do not readmit the student to the testing room.</li> <li>On the front of the test book, note the student's name and write "Looking through test book," "Wrong section," or "Working past time," as appropriate.</li> <li>Return answer sheets with other used answer sheets.</li> </ul>	<p>Note the section(s) affected, and attach the test book.</p> <p>Provide the student's name.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—"Student worked after time called," or "Student worked on wrong section" or "Student obtained improper access to test/part of test."</p> <p>Note the duration of the violation under "Minutes," if applicable.</p>
<b>Noises made by or use of prohibited electronic devices, including:</b> <ul style="list-style-type: none"> <li>Mobile phones, smartphones</li> <li>Cameras, scanners</li> <li>Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>Separate timers</li> </ul> <p>Medical devices, such as insulin pumps (without mobile phones), are allowed with an approved accommodation.</p> <p>Epinephrine auto-injectors (e.g., EpiPens) are allowed for any student who needs them. They must be placed in a clear bag and stored under the desk.</p> <p>Follow your district's policies regarding the administration of EpiPens.</p>	<p>If a student's prohibited device makes noise or if the student is observed using any prohibited electronic device in the testing room or during a break:</p> <ul style="list-style-type: none"> <li>Tell the student to turn it off and hand it to you immediately.</li> <li>Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>If test content is detected on the device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content.</li> <li>Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>On the front of the test book, note the student's name and write "Prohibited electronic device."</li> </ul> <p><b>Supervisor:</b> If you have any suspicion that the device was used to share test information, immediately call CSDE while the student is still in your charge.</p>	<p>Note that the device made noise or was in use. Attach the test book to the SIR. Provide the student's name.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—"Student used a mobile phone or prohibited device, or it made noise."</p>

Irregularity	What you should do	How to fill out the SIR
<b>Calculator misuse/prohibited aids, including:</b> <ul style="list-style-type: none"> <li>■ Pens, highlighters, or mechanical or colored pencils</li> <li>■ Books, dictionary, or references</li> <li>■ Compass, ruler, protractor, or cutting device</li> <li>■ Scratch paper or notes</li> <li>■ Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features</li> </ul> (Unless approved as an accommodation)	If a student is seen using a calculator on a non-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid: <ul style="list-style-type: none"> <li>■ If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures earlier under “Noises made by or use of prohibited electronic devices.”</li> <li>■ Warn the student individually to stop use of the prohibited aid.</li> <li>■ Tell the student that a subsequent violation will be grounds for dismissal.</li> <li>■ If the student continues, collect the test book and answer sheet and dismiss the student.</li> <li>■ On the front cover of the test book, note the student’s name and write “Prohibited item.”</li> </ul>	Attach the test book to the SIR. Provide the student’s name. Bubble Page 2, Section 7b Student Errors/Issue—“Student used an unauthorized aid.” For students using a calculator on a non-calculator section, bubble Page 2 Section 7b Student Errors/Issue—“Student used calculator on a non-calculator section.”
<b>Refusal to follow instructions</b> If behavior is caused by an uncontrollable manifestation of a disability, call CSDE for assistance.	If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test questions, or using a phone without permission: <ul style="list-style-type: none"> <li>■ If the student is using an electronic device to share information or test content, tell them to hand it to you immediately.</li> <li>■ Inform the student that you must write up the incident and that their scores will be invalidated.</li> <li>■ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>■ On the front of the test book, note the student’s name and write “Refusing to follow instructions.”</li> <li>■ If test content is detected on a device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content.</li> <li>■ The supervisor should keep the student in their custody until they have spoken to a representative.</li> </ul>	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the SIR. Bubble Page 2, Section 7b Student Errors/Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.” If a student shared an answer key and you were able to obtain the document, make a copy of it, along with the SIR for your records. Attach the original document to the SIR for return with test materials.

Irregularity	What you should do	How to fill out the SIR
<b>Misadministration</b>		
<b>Accommodations given that were not approved</b>	<ul style="list-style-type: none"> <li>Stop testing and collect the student's test materials and answer sheet.</li> <li>Advise the student that they received accommodations that were not approved and the school will contact them about a makeup.</li> <li>The supervisor must order makeup materials.</li> <li>Dismiss the student.</li> <li>The student is eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.</li> </ul>	<p>Provide the student's name. Note accommodation given and actions taken.</p> <p>Bubble Page 2, Section 7b Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."</p>
<b>Approved accommodations not given</b>	<ul style="list-style-type: none"> <li>Advise the student that their approved accommodations were inadvertently not provided.</li> <li>Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.</li> <li>The student may be eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.</li> </ul>	<p>Provide the student's name. Note accommodation not given and actions taken.</p> <p>On Page 2, Section 7a Student Information, indicate whether student completed testing or not.</p> <p>Bubble Page 2, Section 7b Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."</p>
<b>Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions</b>   <p>Call CSDE if guidance is needed or the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.</li> <li>If evacuation is required, refer to "Interruption" earlier in this Irregularity Chart.</li> <li>Note stop time and inform students that the testing time will be adjusted.</li> <li>Once testing resumes, adjust testing time.</li> <li>Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected.</li> <li>If you were unable to resume testing, follow the instructions under "Interruption" earlier in this Irregularity Chart.</li> </ul>	<p>Note the length and impact of the disturbance.</p> <p>Bubble Page 1, Section 6—"Disturbance/Interruption." Fill in the number of affected students in 6a and the testing room code in box 6b. If no testing room code is available, list the individual students and their answer sheet litho codes.</p>

Irregularity	What you should do	How to fill out the SIR
<b>Undertiming</b>  Call CSDE.	<ul style="list-style-type: none"> <li>Permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students. Allow the full testing time for unaffected sections.</li> <li>Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.</li> </ul>	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b Student Errors/Issue—“Test Was Undertimed” (for an individual).
<b>Overtiming</b>  Call CSDE.	<ul style="list-style-type: none"> <li>Make no adjustment.</li> <li>Students may require makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.</li> </ul>	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6 “Overtiming” (for a group), or Page 2, Section 7b Student Errors/Issue—“Test was overtimed” (for an individual). Complete the “Comments” section and student information, and sign.
<b>Testing staff issues</b> If staff actions potentially have caused a misadministration (such as use of incorrect materials), Call CSDE immediately.	In the case of distracting behavior, incorrect directions, or incorrect materials, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test supervisor will determine next steps.	Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 for group irregularities—choose correct issue from list, or Page 2, Section 7b—“Test Delivery Issue” for individual irregularities, choose correct issue from list. Complete the “Comments” and the student information and sign.
<b>Student Issues</b>		
<b>Excessive breaks</b> This irregularity does not apply to students approved for “breaks as needed.”  Call CSDE if there is a security concern.	<ul style="list-style-type: none"> <li>Ask the student the reason for excessive breaks (Is the student ill?).</li> <li>If the student is ill, follow the instructions under “Illness.”</li> <li>Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.</li> <li>Have the room or hall proctor check where the student is going during breaks.</li> </ul>	Note the student’s name. Bubble Page 2, Section 7b Other Issue—“Other.”

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the SIR</b>
<b>Illness</b>	<ul style="list-style-type: none"> <li>■ Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time.</li> <li>■ If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before the start of the first test section.) If the student cancels their scores, you may order makeup testing materials, counting the student as an “absentee.”</li> <li>■ If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.</li> <li>■ If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.</li> </ul>	<p>Note length of absence, the student name(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a “Did student complete testing?” (Yes or No).</p>
<b>Using pen or wrong type of pencil</b>	<p>If you see anyone using a pen or mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Do not have students erase any answers. Have them continue using the same answer sheet. Students shouldn’t be dismissed from testing if they use a mechanical pencil.</p>	<p>Explain the circumstances fully on the SIR. Note section(s) affected .</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—“Student used an unauthorized aid.”</p>
<b>Answers placed incorrectly on answer sheets</b>	<ul style="list-style-type: none"> <li>■ Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</li> <li>■ If no extra answer sheets are available, follow the procedures under “Insufficient Number of Answer Sheets” earlier in this chart.</li> <li>■ Tell the student to print their name on the new answer sheet, then continue in the appropriate place.</li> <li>■ After the test is over, have the student complete their name (1), school information (2–3), date of birth (5), grade level (12), sex (15), and test information (44–46) on the answer sheet. Clip answer sheets together.</li> </ul>	<p>Provide the student’s name on the SIR.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”</p>
<p><b>Answers written in test book, but not recorded on answer sheet</b></p> <p>This irregularity does not apply to students approved for “writing answers in test book.”</p>	<ul style="list-style-type: none"> <li>■ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded.</li> <li>■ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> </ul>	<p>Note the reason why the student wrote the answers in the test book on the SIR. Attach the test book to the SIR.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</p>



Irregularity	What you should do	How to fill out the SIR
<b>Answer sheet left blank or completely erased</b>	<ul style="list-style-type: none"> <li>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</li> <li>▪ If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test.</li> <li>▪ If the student wants to cancel the test, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it.</li> <li>▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.</li> </ul>	<p>Explain the circumstances fully. Note the student's name.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—"Student failed to follow test administration regulations."</p>
<b>Calculator malfunction</b>	<ul style="list-style-type: none"> <li>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time.</li> <li>▪ If the student decides to cancel, inform the student that their scores will still be sent to the state and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations.</li> <li>▪ Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The associate supervisor must also sign.</li> </ul>	<p>Document the malfunction on the Supervisor's Irregularity Report.</p> <p>Bubble Page 2, Section 7b Student Errors/Issue—"Student had calculator malfunction."</p>
<b>Test question ambiguity</b>	Report the type of question ambiguity.	<p>Add any student information if possible on the SIR, as full a description as possible, and your contact information.</p> <p>Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 11, "Comments."</p>



# Sample Supervisor's Irregularity Report (SIR)

**IMPORTANT:** This sample may not match your testing room or your school's test date.

## SAT SCHOOL DAY SUPERVISOR'S IRREGULARITY REPORT (SIR)

Form 1 of 1

Fill in the circle for the month. Then print and fill in the day and year on which testing actually occurred.

Month	Day	Year
<input type="radio"/> Jan	<u>21</u>	<u>2018</u>
<input type="radio"/> Feb		
<input type="radio"/> Mar		
<input type="radio"/> Apr		
<input type="radio"/> May		
<input type="radio"/> Jun		
<input type="radio"/> Jul		
<input type="radio"/> Aug		
<input type="radio"/> Sep		
<input type="radio"/> Oct		
<input type="radio"/> Nov		
<input type="radio"/> Dec		

**1. GENERAL INSTRUCTIONS TO SUPERVISOR:**

Refer to the Irregularities Chart in your manual for when to use this form and when to call the School Day support line. **IMPORTANT: Call the School Day support line in your manual immediately if test materials are missing or damaged.** Report each irregularity on a separate SIR, and return all SIRs immediately after testing ends.

- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2–9 and 11 as appropriate to the irregularity type. The staff member reporting the incident **MUST** sign the form in section 10.
- Attach (but do NOT staple) any defective materials to the SIR.
- As a last step, on each form, fill in "Form 1 of 1" (e.g., "1 of 3") at the top of this box.

**3. PROGRAM** ☒ SAT ☐ Standard ☐ Nonstandard Room Number 208

Indicate the type of testing room and room number:

**4. SCHOOL INFORMATION:**

School/Institution Name and Address:

Name: Home Town High School

Address: 200 Main Street

City: Home Town

State/Province: ST

Postal Code: 12345

Country: U.S.A.

**4a. School Code**

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**4b. Scheduled Administration Date**

☐ March 7, 2018 ☒ March 21, 2018 ☐ April 10, 2018 ☐ April 24, 2018

Fill in the circle for the scheduled administration date.

**4c. Test Center Code**

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Complete ONLY if assigned a test center code for SAT School Day testing in 2017–18.

**5. TEST BOOK INFORMATION:**

Test Section \_\_\_\_\_

SAT ☐ SAT with Essay ☐ Test ID \_\_\_\_\_ Form Code \_\_\_\_\_ Test Book Serial Number \_\_\_\_\_

(Numeric) (Alphanumeric) (Numeric)

**6. GROUP IRREGULARITIES INFORMATION:**

Fill in the circle in front of each case that applies.

Write the names of involved students on the last page of the SIR.

To report incorrect/missing materials, indicate details on the shipping notice and attach it (no staples) to the SIR. Always call the School Day support line immediately in such situations.

Use the COMMENTS section on page 3 to describe the events and actions taken.

Did group complete testing? ☐ Yes ☐ No

Round up for overtimings and undertimings. For example, for 2.5 minutes you should fill in the circle for 3–4 minutes.

Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.

**6a. Number of Affected Students**

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**6b. Testing Room Code**

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

☐ Overtiming: ☐ 1–2 minutes ☐ 3–4 minutes ☐ 5–7 minutes ☐ 8 minutes or more

☐ Undertiming: ☐ 1–2 minutes ☐ 3–4 minutes ☐ 5–7 minutes ☐ 8 minutes or more

☐ Defective/incorrect materials ☐ Staff gave incorrect, unapproved, or no accommodations

☐ Disturbance/interruption ☐ Staff gave incorrect instructions

☐ Missing materials ☐ Staff did not give breaks

☐ Test center environment issue ☐ Staff did not announce remaining time

☐ Staff behavior was distracting ☐ Testing started late. Time testing started: \_\_\_\_\_

☐ Staff distributed incorrect material ☐ Test materials were distributed/collected incorrectly

☐ Staff seated students in wrong room ☐ Other: \_\_\_\_\_

☐ Staff did not post signs or directions

Describe all events and actions taken.

<input type="radio"/> IL	<input type="radio"/> MT	<input type="radio"/> RI	<input type="radio"/> PR
<input type="radio"/> IN	<input type="radio"/> NE	<input type="radio"/> SC	<input type="radio"/> AA
<input type="radio"/> IA	<input type="radio"/> NV	<input type="radio"/> SD	<input type="radio"/> AE
<input type="radio"/> KS	<input type="radio"/> NH	<input type="radio"/> TN	<input type="radio"/> AP
<input type="radio"/> KY	<input type="radio"/> NJ	<input type="radio"/> TX	<input type="radio"/> U.S. Terr.
<input type="radio"/> LA	<input type="radio"/> NM	<input type="radio"/> UT	<input type="radio"/> Other
<input type="radio"/> ME	<input type="radio"/> NY	<input type="radio"/> VT	
<input type="radio"/> MD	<input type="radio"/> NC	<input type="radio"/> VA	
<input type="radio"/> MA	<input type="radio"/> ND	<input type="radio"/> WA	
<input type="radio"/> MI	<input type="radio"/> OH	<input type="radio"/> WV	
<input type="radio"/> MN	<input type="radio"/> OK	<input type="radio"/> WI	
<input type="radio"/> MS	<input type="radio"/> OR	<input type="radio"/> WY	
<input type="radio"/> MO	<input type="radio"/> PA		

and answers

book without approved accommodation

er sheet

ny testing room early.

on of essay

h of essay book

ction

er student

ed Minutes: \_\_\_\_\_

tion Minutes: \_\_\_\_\_

aid (e.g., dictionary)

permission

in COMMENTS section on page 3)

hibited device, or it made noise

n-calculator section

d to remove test materials

ccess to test/part of test

ministration regulations

g testing to start/end late

swer sheet with another student's

2 minutes

3–4 minutes

7 minutes

8 minutes or more

**8. TEST QUESTION AMBIGUITY INFORMATION:**

Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe the student's concerns.

☐ No correct answer ☐ Wording is ambiguous ☐ Other: \_\_\_\_\_

☐ More than one correct answer ☐ Not enough information to answer question

Student's Name: \_\_\_\_\_

Student's Email Address: \_\_\_\_\_

Student's Mailing Address: \_\_\_\_\_

Test Book Serial #: \_\_\_\_\_ Test Section #: \_\_\_\_\_ Test Question #: \_\_\_\_\_

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**9. COMMENTS:**

Fully describe the irregularity or student's concern and any action(s) taken. List the test type (SAT or SAT with Essay).

*Student had a nosebleed. Proctor escorted her to supervisor. She returned in 10 minutes.*

*List of students attached.*

With your shipment of used answer sheets  
include their answer sheet.

BIRTH ANSWER SHEET LITHO CODE  
(from bottom right corner of answer sheet)

**10. SCHOOL STAFF CONTACT INFORMATION:**

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident. **Do not provide student information.**

Staff Member Name: *Mary Proctor*

Email Address: *mproctor@hometownnhs.edu*

Phone #: *311-555-1212*

Mobile Phone #:

Staff Member Signature: *Mary Proctor*

Supervisor Signature: *David Supervisor*

Page 3

Q4528/3

ETS USE ONLY

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮

799847

Page 4

DO NOT WRITE IN THIS AREA

Q4528/4

# Testing Room Materials Report for SAT School Day Testing

## Directions for Test Supervisor:

- Before issuing materials to the associate supervisor, fill in blocks 1, 2, and 3.
- If necessary, remove the completed form from the back of the manual when the associate supervisor returns it to you.
- Enclose all copies of this form in the supervisor's GRAY envelope and return with used answer sheets.

## Directions for Associate Supervisor:

- Complete the seating chart on the back of this form in Part B to record how test books were distributed in the room.
- At the end of testing: Complete all information on the front of this form in Part A (blocks 4, 5, and 6) and sign it in block 1.
- Return this report, including any additional seating charts (for sections of a large room), to the test supervisor.

### 1 TESTING ROOM INFORMATION

Test Date: \_\_\_\_\_ 6-digit School (AI) Code: \_\_\_\_\_

Room Number: \_\_\_\_\_ Room Type: ☐ Standard ☐ Accommodated

Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.

Associate Supervisor: \_\_\_\_\_  
Name (please print) Signature

## Part A: Accounting for Test Materials

2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
Total number of books <b>received</b> :			_____ to _____ _____ to _____ _____ to _____
3	ESSAY BOOKS RECEIVED (IF ANY)	QUANTITY	
Total number of Essay books <b>received</b> :			
4	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
Used test books <b>returned</b> :			_____ to _____ _____ to _____ _____ to _____
Unused test books <b>returned</b> :			_____ to _____ _____ to _____ _____ to _____
Total number of test books <b>returned</b> :			
5	USED ANSWER SHEETS RETURNED	QUANTITY	
Total number of <i>used</i> answer sheets <b>returned</b> :			
6	ESSAY BOOKS RETURNED (IF ANY)	QUANTITY	
Used Essay books <b>returned</b> :			
Unused Essay books <b>returned</b> :			
Total number of Essay books <b>returned</b> :			

## Part B: Distribution of Test Materials

You or a proctor should use the chart below to indicate how test books were distributed to students seated in your testing room.

Do not record distribution (if any) of Essay books.

Print the name of the person completing the seating chart below, along with the 6-digit school code and date. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Name \_\_\_\_\_

School Code \_\_\_\_\_

Date \_\_\_\_\_

Seating Chart for Room # \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

- For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the student's name or initials.
- For each row, draw directional arrows to indicate the direction in which the books were distributed.
- Cross out any unused seats.
- Indicate the location of the entrance doors.

REAR

Front  
Students face this direction

Room entrance

*Sample Seating Chart*

- If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which they were moved. Complete a Supervisor's Irregularity Report explaining the reason for the change.

REAR

Front  
Students face this direction



804719